

2. An increasing number of teachers are recognizing more and more the importance of using cumulative pupil records based on continued observation, scientific test data, and other available pertinent information to locate the specific difficulties of each particular child presenting a problem and to determine the type program best adapted to his present stage of all-round growth. And so in these more favored situations, the selection of the children who seem to stand most in need of special education is not dependent upon chance, but is based upon intelligent understanding. There are some classes that have had the benefit of superior psychological service and guidance from the State Board of Charities and Public Welfare, the University of North Carolina, the Caswell Training School, and other institutions.
3. In case of those children who are hard of hearing, have defective vision, or are suffering from cardiac or other troubles, it is found that certain adjustments in regard to seating arrangement, use of materials, amount and kind of recreational and concentrated school activities, proper rest and nutrition, and the like, are made frequently by teachers—if they are aware of the difficulty involved.
4. Similarly, proper attention is being given in some schools to such matters as physical, mental, social, and emotional health of the children enrolled. And so instead of forcing children into molds, the teachers in question are beginning to reorganize the courses of study, methods, and discipline to fit the children as they are and to make use of a broader and more inclusive curriculum based upon the fundamental needs of the group. Where this condition is present, different groups of pupils are traveling at different rates and covering different amounts and different kinds of subject matter happily and satisfactorily under the wise guidance of an understanding teacher.

Likewise, a flexible daily program is slowly replacing the formal, rigid, iron-clad, set-out-to-be-followed period-by-period schedule; and larger integrated units of experience in real living are taking priority over small, unrelated, isolated units of subject matter set-out-to-be-learned as daily-ground-to-be-covered. Appropriate to this broader conception of method are the newer grading systems and programs of evaluation which are being used to some extent by individual teachers. Increasingly, our schools are beginning to realize the importance of providing a stimulating school environment in which creative teaching and learning can take place and which best conditions child development. And so there is a gradual breaking away from the old regime and all that it entails.

5. More and more teachers are showing a growing desire to understand children as developing individuals. Increasingly, we find those who study the child and his responses in order to secure leads for the wiser guidance of his all-round